

AMERICAN JOURNAL OF EDUCATION

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Universal Education—The Safety of a Republic.

VOL. XXIII.

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VOL. XXIII.

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No. 2.

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TABLE OF CONTENTS.

Editorial Notes.....	8
Hon. Wm. T. Harris, LL. D., on School Supervision.....	4
Restatements.....	4
Culture, Not Money.....	5
Old Squeers.....	5
The Dead.....	6
Henry W. Grady.....	6
Mr. Pickwick.....	7
Bluff Line.....	7
The Meeting at St. Paul.....	7
Blackboards—Official Endorsement.....	7
School Supervisor.....	8
"Rooshan".....	9
"Orses and Dorgs".....	9
A Proper Recognition.....	9
An Increase of Wages.....	9
National Aid to Schools.....	10
With a Soul.....	10
The Dickens!.....	10
Iowa.....	10
Slated Paper for Blackboards.....	11
Citizenship.....	12
Petition for National Aid for Education.....	12
Aids to School Discipline.....	12
Tools to Work With.....	12
Its Function.....	13
Object Teaching.....	13
Teachers' Excursion to St. Paul.....	14
Our Promium.....	14
Recent Literature.....	15
Our New School Globe.....	15

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Yes, let us unite and build up and help each other. Every graduate of the common school, of the normal school, of the college, or of the State University rejoicing in the help these have afforded, should, it seems to us, be a center of influence—some few gathering more or less, and inspiring

them to *press on* in this way of light and strength and beauty and power, and avail themselves of these reservoirs of intelligence, of the association of those who gather for the culture of mind and heart and character.

These are they that lift up and inspire; these are they who redeem us from barbarism; from slavery to animalism and vice and crime.

Let us multiply these agencies of regeneration and the number of those who go up hither in every way possible.

It would be amusing, if it were not appalling, to see how self-important and bigoted some of these poor ignorant deluded people become in their isolation and self-neglect. Lords of a very small kingdom, one of these of a small school district, with a poor helpless school teacher for a subject, they swell into very large dimensions in their own estimation and become Neros on a very small scale. This is the danger of too much isolation.

We all need contact with the outside and out-of-sight world; need to measure ourselves with others and the best, in order to get self-poise and correct estimates.

AFTER all, this sort of an ignorant, bigoted specimen is rather the exception than the rule, for the newspaper lets in the daylight and communicates the trend and generous pulse-beat of the people to every remotest hamlet; and the children *read*, if the old people do not—thanks to the influence and results of the common schools.

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Plutocracy and the tyranny and machinations of parties have no permanency only among an ignorant people. Upon the radiant, but weary brow of the teachers of our common schools, the laurel wreath is to be entwined.

OUR common schools stand not only for equal justice, but for equal privileges as well. Let the people beware of those who would limit and hinder and circumscribe their resources and their power.

THERE ought to be—must be—will be—outspoken indignation against this great national wrong of holding over six millions of citizens in the vassalage and bondage of illiteracy.

It is the first duty of this government to inaugurate measures to remedy this wrong and this blight.

A MIGHTY spirit of living intelligence has been worked into this new

structure of modern society through our common schools, which conserves the rights of the common people and gives to them the power to change its plan—if it is to be changed. It must be changed—if at all—to give more power to the people instead of less. The common schools of the country must not be hindered or curtailed in their work. Let us see to this.



HON. WM. T. HARRIS, LL. D.,
UNITED STATES COMMISSIONER OF EDUCATION.

"He was wont to speak plain,
And to the purpose."

—SHAK.

WHEN Dr. Wm. T. Harris was nominated by President Harrison, for the position of United States Commissioner of Education, one of the leading citizens of Washington, who had been for years conversant with his career and who knew of his eminent practical ability as an educator, remarked to us that "it was an ideal appointment—an appointment that would materially aid and strengthen the administration; not in a partisan, but in a patriotic, moral and intellectual sense."

The truth of the statement has already become manifest to all. No man in this nation has studied the problems of education with a profounder sense of their significance or a wider grasp of their relations and importance, than the present occupant of this responsible position.

These facts give great weight to what Dr. Harris has to say on the question of

SCHOOL SUPERVISION.

It is susceptible of proof that with an efficient, intelligent County Superintendent, the Country schools would be improved at least *fifty per cent.* the first year in their work.

Dr. Harris says "that this link of

COUNTY SUPERINTENDENCY

is the most important of all the supervisory links, inasmuch as it concerns the education of *three-fourths* of all the people of the land.

For this reason it deserves far more attention on the part of the people and of legislators than it has received.

The County Superintendent's functions involve:

His duty to confer with other school officers and directors: (1) with the State Superintendent, whose interpretation of the State School Law he is obliged to promulgate, and to whom he has to report the enrollment of school population as a basis for the division of the school fund; (2) with the County Clerk as treasurer, as an intervening official charged with the transmission of statistics, receipt of funds, etc.; (3) with the local school boards, including (a) township boards, (b) village boards, and (c) city boards.

With each of these, if located in his county, he is brought into necessary and vital relation, and with the first of them he has very distinct duties as regards advice and consultation.

It becomes also his duty to

EXAMINE TEACHERS

and award certificates to the competent ones. He is obliged to test the extent of their information both as to theoretical and practical knowledge of the art of teaching. He has to find whether the candidate knows how (a) to grade and classify a school according to the most approved methods; (b) to assign lesson of proper length and guide the pupils to correct habits of study; (c) how to work up a sentiment in favor of schools in the community where he is to teach; (d) whether he possesses sufficient book knowledge to instruct properly.

He must also

VISIT SCHOOLS.

He must see that the qualifications which he required in the candidate to whom he gave the certificate, are actually exercised by that teacher in his school. (1) He must look after the grading and classifications of the pupil; (2) after the modes of instruction; (3) after the habits and deportment of pupils as indicating the general influences of the teacher; (4) after the general spirit of the district as affected by the teacher.

EDUCATIONAL LECTURES.

It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings. Educational lectures should be largely multiplied and extended so as to reach all the people.

TEACHERS' INSTITUTES.

It is his duty to hold Institutes. This in fact is one of the most important and difficult of his duties. He has to devise measures to get his teachers together, and arrange for their accommodation and convenience; he has to get up a suitable programme of exercises; secure popular evening lectures on the general subject of education for the public at large, and also the proper persons to conduct the exercises in the several topics of in-

struction; to draw out from the teachers present a profitable discussion of the practical points presented in the exercises and lectures.

These departments of labor well considered, I do not see how any one can avoid the conclusion that the work of the

COUNTY SUPERINTENDENT

is the most important link in the entire system of educational supervision.

Its cost to the State is very small in comparison with the entire outlay. By no other agency can the school system of a State be so potentially lifted up and at so small an expenditure of money."

OUT of our common schools and their teaching and influence, comes this impulse for more liberty and a higher civilization extending and conserving the rights of the common people.

The sceptre of power, in this country, is to remain in the hands of the many and not be relinquished to the control of the few—ecclesiastically or politically, Howard Crosby to the contrary notwithstanding.

RESTATEMENTS.

"Our duty this way lies."

—SHAK.

MR. H. G. WILLIAMS, of Willettsville, Ohio, in a paper read at Hillsboro, Ohio, restates, the necessity existing for longer school terms, and for making more adequate provision for the education of the masses, in a clear, vigorous style that ought to command attention everywhere.

These facts exist. Why undertake to ignore them? They must be met in one of two ways—they will be met in one of two ways. We must meet them by providing more extended and adequate facilities for educating the people, or we must meet them in providing for the consequences of illiteracy, vice and crime.

Property must educate and so increase its own increments and safety—or property must pay the taxes and losses of ignorance, vice and crime.

Mr. Williams states the case plainly as follows:

"Statistics show a school population of 18,000,000 in the United States, with an enrollment of 11,000,000 in the schools, while the average daily attendance is but half of the enrollment.

The figures need to be studied in their real import.

We want more students of figures. Intelligent citizens must be able to read between the lines and see the lightning flashes of the threatening storm.

"Universal education" must be the watchword of a free people. But will an illiterate people attempt to work out their own education?

Surely, there is no instance in history of an unlettered people becoming cultured by spontaneous efforts, or by general education through private or denominational agencies.

These are powerful factors in any civilization—probably as powerful in our own country as in any on the globe.

The education of the citizens of a state is the cheapest defense against all the encroachments of all its foes.

Educated labor, too, is cheaper than uneducated.

Ignorant labor *dooms to poverty*. It costs more to keep an ignorant people than an intelligent, cultured people, while the latter will yield to the State many times the revenue of the former.

The children of the *illiterate* graduate right into ignorance, citizenship, sovereignty, and crime, all at the same time.

To lift this army out of darkness the State or Government, must come to to the rescue with her wealth, good sense, and power. The imperative necessities of the uneducated constitute the strongest appeals to the

NATIONAL GOVERNMENT.

for help. Let every teacher and friend of education and humanity give emphasis to this cry for the needy, until intelligence, culture and, virtue shall pervade every home in this land.

Every man upon whom the free sunlight of heaven shines, needs such intellectual culture as will enable him to think for himself and act rationally on all questions that concern his own interests and his duties to himself, to others, and to God.

In my opinion, he has a right to demand of the State an ample opportunity to gain this soul power, and the State has a right to demand of him an effort to obtain it, and to use it to the advantage of himself and the State."

What will the teachers of Ohio do with such a plea as that?

What will the teachers of *all* the other States do with such a plea?

Will they circulate and sign a Petition for National Aid?

Will they enlighten the people of their school districts?

Will they have these extracts *used* as a reading lesson, so that the children may become their intelligent, enthusiastic co-workers?

Will they call meetings to be held in the school-house to discuss "ways and means" to help educate the school population of *eighteen millions*?

State, and restate the *facts*, that only *eleven millions* are enrolled, even; and the other *fact*, that only *five millions* of school children out of *eighteen millions* attend school at all. Will they do this?

PERHAPS you noticed our mention of how to secure Dickens' complete works *now*. Our subscribers have already in a great many instances helped their friends outside the profession of teaching to secure these fifteen volumes.

We rejoice in this effort too. We are *all enriched* when the people read Dickens.

This joy of sympathetic participation in the happiness of others is of divine origin and links man to man for time and eternity.

OUR four hundred thousand teachers who should be watchmen on the walls of this Zion of intelligence, scarcely seem to be aware of the influences at work to limit and cripple and curtail the resources of our common school system.

We need more money, and not less, to educate the people, and to enlarge, sustain and extend our common school system in all the States.

We need unity and not division of resources to accomplish these widely different but equally important purposes of universal education.

Do our teachers realize and train and work for these great ends?

We hope so.

THE attractive, fresh, never-ending delight Dickens gives us, is the kernel of genuine and precious humanity, of honest kindness, of tender sympathy which was the core of his being. So his works are *good* for all classes and for all conditions of people; and hence our teachers do a *wise* thing and a *great* thing, when they put these fifteen volumes into circulation in a school district or community.

We hope those who secure them so cheaply will *loan* them generously.

See just how to secure them *now* with our Coupon Order on page 14.

CULTURE, NOT MONEY.

"Tis the mind that makes the body rich."
—SHAK.

CULTURE, not money, is the end of life. Gov. Brockmeyer makes this strong plea for the teacher and his work, growing out of the necessity for culture. He says:

"If culture is the end of life, then education is the art which teaches man how to cultivate himself. For it may be said in passing that an education may be conferred upon man, as it may be even on brutes, but *culture must be acquired* by the individual. But while culture must be acquired, it is conditioned by education.

Our schools and our school system, should be known and designated as "Common Schools," and the system should be known and designated as "the Common School System," and not as the Public School System; for the reasons so clearly and strongly stated by Hon. H. C. Brockmeyer in one of the 'Educational Documents' issued by the AMERICAN JOURNAL OF EDUCATION some time since.

We have frequently published extracts from this valuable document.

Gov. Brockmeyer states *why* our schools should be called

"COMMON SCHOOLS."

Is not his reasoning plain and conclusive? We hope our teachers and taxpayers in all the States will study it carefully.

Gov. Brockmeyer says: "the school is a *common* school—common in the sense that it is *for all*, accessible to all; common in the sense that it

teaches what is *common* to all—culture—and thus *needed* by all; and, finally, *common* in the sense that it is maintained by all, out of a common fund to which contribution is made by all.

Accessible to all, it excludes none. All are potential citizens of the republic, and in this character alone are they known to the republic. From all alike the republic demands *obedience to its laws*. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the *culture* possible through which alone self-government is achieved. It excludes none.

The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

It teaches what is common to all—*culture*.

The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. They have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique, for all the products of human intelligence.

It is this *common* element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture.

Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be *maintained by the State*.

In conclusion, permit me to say, that they who think this too much, and the expense too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property, has for its result *zero*.

Nationally, this question was solved and demonstrated by our predecessors—the predecessors of the State—the aborigines. They lived to make a living. The end of their life was not culture, but to live. They wasted no precious property upon *education* to render culture possible. They paid no *school tax*. They vested nothing—nothing but the smutch of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smutch.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render *justice* possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man.

It may be a still small voice, but the instinct planted by our common schools, which leads the people to aspire to a higher intelligence, cannot be quenched now.

It will break into fragments parties and despotism of all kinds, that keep six millions of citizens in the darkness and bondage of illiteracy.

OLD SQUEERS.

"Give me leave to prove you mean
And a fool."
—SHAK.

OLD Squeers was a character—you have heard of him? Yes You think you *know* him. No you don't. Of course, Dickens, in "Nicholas Nickleby" portrays him—but you want to *read*, and re-read him. Old Squeers gets a letter and reads as follows:

"The pigs is well," said Mr. Squeers, "the cows is well, and the boys is bobbish. Young Sprouter has been a winking, has he? I'll wink him when I get back. 'Cobbey would persist in sniffing while he was a-eating his dinner, and said that the beef was so strong it made him.'—Very good, Cobbey, we'll see if we can't make you sniff a little without beef. 'Pitcher was took with another fever,'—of course he was—and being fetched by his friends, died the day after he got home,'—of course he did, and out of aggravation; it's part of a deep-laid system. There ain't another chap in the school but that boy as would have died exactly at the end of the quarter; taking it out of me to the very last, and carrying his *spite* to the uttermost extremity.

"What's the reason," said Mr. Squeers, deriving fresh facetiousness from the bottle; "what's the reason of rheumatics! What do they mean? What do people have 'em for—eh?"

Mrs. Sliderskew didn't know, but suggested that it was possibly because they couldn't help it.

"Measles, rheumatics, hooping-cough, fevers, agers, and lumbagers," said Mr. Squeers, "is all philosophy together; that's what it is. The heavenly bodies is philosophy, and the earthly bodies is philosophy. If there's a screw loose in a heavenly body, that's philosophy; and if there's a screw loose in a earthly body, that's philosophy too; or it may be that sometimes there's a little metaphysics in it, but that's not often. Philosophy's the chap for me. If a parent asks a question in the classical commercial, or mathematical line, says I, gravely, 'Why, sir, in the first place, are you a philosopher?' No, Mr. Squeers," he says, 'I ain't.' 'Then, sir,' says I, 'I am sorry for you, for I shan't be able to explain it.' Naturally, the parent goes away and wishes he was a philosopher, and, equally naturally, thinks I'm one."

ARKANSAS

EDITION

American Journal of Education.

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S. M. MATHES, Little Rock..... { Editors.
J. B. MERWIN..... }

DARKNESS and calamity abide with and overshadow these six millions of American citizens, who are totally illiterate, and over nearly as many more who are but a step removed from this condition.

It is the first duty of this government to dispell this darkness and to avert the danger lurking there.

It can be done by providing for a system of common schools for all the people. It ought to be done, too, without further delay.

We must have "National Aid" to establish and perfect the system of common schools and to adequately and properly compensate the teachers and to lengthen the school terms in all the States.

THE teachers construct—they do not destroy—they build; this is the great, the urgent need. What has been done by our common schools is small, compared with what remains to be done by them and with them.

We must enlarge and extend the common school for the common people. It means culture for all; strength for all; safety for all.

THE mob is the victim of darkness and illiteracy; the mob is dangerous. We begin to realize this fact.

THE teacher, as he leads in this march of progress, must know the path he makes is for light—for joy—for liberty—for country—for God. It is glorious.

OUR teachers with the complete and splendid text-books now furnished by the great publishing houses of the country must find out and invent *methods* for themselves, and vivify the study—the thoughts and life of their pupils with their *own* genius. Let their be energetic action—not a dead repetition; an individual creation—not an echo of some dead fact entombed in an "old method."

THESE illiterates; burdened and helpless in their darkness, are silent. They know nothing, they can do nothing, they think nothing but evil. What a menace to the peace and prosperity of this people! This illiteracy ought to be removed.

THIS living future of this country—what invitations it gives; what inspirations; these new generations coming on, how large and how vast the means that must be provided for their proper education.

THE DEAD.

"Moderate lamentation is the right of the dead;
Excessive grief an enemy to the living."
—SHAK.

WHILE ruminating over the many illustrious persons who have died during the past year, the pomp displayed in tombs built for their remains, the extravagance shown in mourning equipages, the costly flowers to decorate their last resting places, our eye was caught by the following paragraph in an exchange. It struck us so forcibly, as being just what we have long felt and wished to see accomplished, that we cannot refrain from transcribing it for the benefit of our numerous readers:

"ALABASTER BOXES.

Nothing can be done for the dead. When tender hands have placed loved forms in their tombs, all that can be done for the dead has been done. Monuments over heroic remains, and in memory of the dead, are really for the benefit of the living. They are for a truth, a principle, a cause that should be kept alive. They tell their story to rising generations, who need instructing and ennobling. They gratify the feelings and pride of those who were dear to the dead. But as all things may be done for the living, while nothing can be done for the dead, it is best to *love the living*. Desolate people may warm their hearts at the fires of charity, and friendship and love. They find only chill and more sorrow sorrowing over the graves of loved ones. A writer in the *Louisville Post* says: 'I was shown yesterday the business card of a well-known gentleman whose creed is, that flowers should be sent to the living, and not strewn over the graves of the dead. On the back of the card he has the following good advice printed: "Do not keep the alabaster boxes of your love and tenderness sealed up until your friends are dead. Fill their lives with sweetness. Speak approving, cheering words while their ears can hear them, and while their hearts can be thrilled and made happy by them; the kind things you mean to say when they are gone, say before they go. The flowers you mean to send to their coffins, send to brighten and scent their homes before they leave them. If any have alabaster boxes laid away, full of fragrant perfumes of sympathy and perfection, which they intend to break over my dead body, I would rather they would bring them out in my weary, troubled hours and open them. I would rather have a plain coffin without a flower, a funeral without a eulogy, than a life without the sweetness of love and sympathy. Let us learn to anoint our friends beforehand for their burial. Post mortem kindness does not cheer the burdened spirit. Flowers on the coffin cast no fragrance over the weary way.'"

G. D. A.

THE political ethics of the common school educates the people. They learn here, early, to live with, to work with, to compete with and to measure, and get the value of each other. Union gradually replacing antagonism and a closer unity replacing union.



Let Teachers and School Officers Remember, That, in the School-room

These tools to work with are absolutely essential to success. Will school officers as well as teachers please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, charts, a globe and a blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps, as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is amply supplied with blackboards all around the room, a set of outline maps, a set of reading charts, a set of physiological charts, a globe, crayons, erasers, a magnet, etc., etc.

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ST. LOUIS MO.



HENRY W. GRADY.

"Though we seemed dead,
We did but sleep."
—SHAK.

At the late meeting of the Editorial Association of Missouri, Mr. Walter Williams, of the *Columbia Herald*, introduced the following resolution, accompanied by an eloquent eulogy on Henry W. Grady:

Resolved, That the Missouri Press Association has heard, with sincere sorrow, of the death of that brilliant journalist, eloquent orator, and accomplished gentleman, Henry W. Grady, editor of the *Atlanta Constitution*. He was an honor to the editorial profession and his death not only brings sorrow to his home and his immediate friends, but bereavement to a reunited Republic, for the advancement and prosperity of which he labored in such a patriotic spirit. In the success of his life we have rejoiced, and the untimeliness of his death we mourn.

The resolution was unanimously adopted by a standing vote.

You will see just *how* to secure the complete set of Dicken's works on page 14.

It is said, by the highest authority, that no writer of modern times can be named, on whom the undefinable gift of *genius* has been more manifestly conferred than on Charles Dickens. This is why our teachers will very largely enrich their vocabulary by reading him. There is truth in the statement made on this point in our last issue. This addition to our vocabulary is what our teachers greatly need. We rehearse the same text so much in the familiar lessons of the text-books used, that before we are aware of it, we become limited in both the power of expression and in our conversation. How few teachers are up in the art of conversation.

CRITICISM may scoff at and disdain the work of our common schools, but you know that they are a furnace emitting constantly a glowing light, shining on with increased splendor from year to year, and from decade to decade.

We shall affirm this positive perpetual good. Let who will disparage it.

MR. PICKWICK

"He—he is, indeed, a horse;
All other jades you may call beasts."
—SHAK.

MAKES an inquiry in the "Pickwick Papers," and takes notes with a view of communicating some interesting information to the "Club." Evidently Dickens had been there too.

"How old is that horse, my friend?" inquired Mr. Pickwick, rubbing his nose with the shilling he had reserved for the fare.

"Forty-two," replied the driver, eyeing him askant.

"What!" ejaculated Mr. Pickwick, laying his hand upon his note-book. The driver reiterated his former statement. Mr. Pickwick looked very hard at the man's face, but his features were immovable, so he noted down the fact forthwith.

"And how long do you keep him out at a time?" inquired Mr. Pickwick, searching for further information.

"Two or three weeks," replied the man.

"Weeks!" said Mr. Pickwick in astonishment—and out came the note-book again.

"He lives at Pentonwil when he's home," observed the driver, coolly, "but we seldom takes him home, on account of his weakness."

"On account of his weakness!" reiterated the perplexed Mr. Pickwick.

"He always falls down when he's took out of the cab," continued the driver, "but when he's in it, we bears him up werry tight, and takes him in werry short, so as he can't werry well fall down; and we got a pair o' precious large wheels on, so ven he does move, they run after him, and he must go on—he can't help it."

Mr. Pickwick entered every word of this statement in his note-book, with the view of communicating it to the club, as a singular instance of the tenacity of life in horses, under trying circumstances. The entry was scarcely completed when they reached the Golden Cross. Down jumped the driver and out jumped Mr. Pickwick.

The "Pickwick Papers" alone are worth *ten times* what we charge you for the whole *fifteen* volumes of Dickens' complete works. See Coupon Order on page 14.

IGNORANCE in this country of common schools is, and ought to be, discreditable. It is not only a limitation, but a barbarism, dangerous alike to the individual, the State and the Nation. The best investment that can be made is to extend and enlarge the common schools of the country; to provide them with competent teachers, and to properly compensate these teachers for their work. We must not allow this system to be cut short or to be crippled by want of means or by dwarfing its resources.

MAN is not measured alone by what he is, but by what others are led to do by him; so with a school, a town, a State, or a nation.

THE complaint comes from every state and from a great host in every state, of the earnest hard working men and women in the ranks of the teachers, that the money raised is altogether inadequate to meet the growing necessities of the people. The school terms are too short, the compensation insufficient to secure competent teachers or to hold on to them—hence there are frequent changes to the great damage and hurt of the pupils. Is it not time with all our abundant prosperity to remedy these defects?

It can be done, and ought to be done—and that without delay.

WHAT is the amount of the school fund on hand to defray the expenses of the schools for 1890?

Is it sufficient to properly compensate a competent teacher?—to keep the schools open nine months out of the twelve?—to properly equip and furnish the schools? With all our wealth and prosperity this ought to be looked into and provided for. It has been wisely said, that "parsimony towards education is liberality towards crime."

"BLUFF LINE."

"Turning your face to the dew-dropping South."
—SHAK.

Commencing February, 3rd, 1890, the St. Louis, Alton & Springfield Railroad will run their passenger train No. 1, which leaves Springfield from Wabash Depot at 6:30 A. M., through to Union Depot, St. Louis, without change of cars, or engine, arriving there at 11:45 A. M., returning, leave St. Louis 4:20 P. M., arriving at Springfield 9:40 P. M.

Remember this is the only train from Springfield to St. Louis Union Depot that runs through solid. Parties intending to make a trip to the South or Southwest, should see that their tickets read via the "Bluff Line."

For further particulars as to connections and rates apply to E. W. McGee, at Wabash Depot or F. E. Fisher, Gen'l Pass'r Agt., 6th and Adams Sts., Springfield, Ills.

ITERATION and re-iteration—well, yes, we believe in it, of course. People are necessarily absorbed in their own pursuits and their own ideas, and in order to make an impression, ideas of importance must be stated and re-stated again. We have an impression that we have heard chapter VI of St. Matthews' gospel, from the 9th to 18th verses inclusive, repeated often; but, nevertheless, its precepts have not all been adopted for daily practice in our neighborhood as yet!

THE common school established, maintained, extended until all the children share in its teachings, and American citizenship will be everywhere predominant.

THE MEETING AT ST. PAUL.

"Our preparation stands
In expectation of them."
—SHAK.

THE Chicago and Northwestern Railway Company is already making elaborate preparations for the transportation of teachers and their friends to St. Paul, at the time of the meeting of the National Educational Association, in July next. The Northwestern contemplates running numerous special trains, for the exclusive accommodation of the teachers and their friends, and as the line penetrates the most thrifty and attractive portions of Wisconsin and Minnesota, touching many of the famous summer resorts en route, a delightful journey is insured by the selection of the Northwestern for the trip. Circulars containing full information regarding all details of the trip, cost, accommodations at St. Paul, features en route, etc., are in preparation, and will in due time be mailed to all persons making application for them. Address E. P. Wilson, General Passenger Agent C. & N. W. Railway, Chicago, Chicago, Ills.

Let us hold on to the competent teachers everywhere; provide for them more just and equitable compensation. We are abundantly able to do this. We shall get back large returns from such an investment.

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MAY 19th.

J. B. MERWIN, Esq.:

DEAR SIR:—It is but justice to say, and I take pleasure in saying, that the blackboards you put on the walls of the Normal Schools in St. Louis, made of the *Dead Black Surface* of your Holbrook's Liquid Slating, at \$1 per square yard, eight years ago, have never been repaired. They are as good to-day as when first put on, although they have been in constant use all the time, while the cheaper made boards have to be repaired *EVERY YEAR*, costing in the aggregate, by these frequent repairs, two or three times as much as the Solid, Enduring, Dead Black Surface of the

HOLBROOK SLATING,

For which you charged the School Board \$1 per square yard to start with.

We find from experience, that the *BEST* blackboard that can be made, proves, in the end, to be the cheapest.

THOS. J. FURLONG, Architect.

For further information, Circulars of Globes, Outline Maps, SLATING, and everything needed in schools, call upon or address, with stamp for reply, and write direct to

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All Druggists and Fancy Goods Dealers Everywhere.
BEWARE OF IMITATIONS.

THIS is the universal verdict of all those who get the AMERICAN JOURNAL OF EDUCATION, and its unrivalled and magnificent premium of a complete set of Charles Dickens' works, bound in light, flexible binding. Miss M. C. Johnson writes: "It is very convenient, indeed. Easy to pick up, and at all times hard to put down." This estimate and verdict shows intelligence and appreciation of a high order. Please show this premium to your friends too.

See Coupon Order, page 14.

BLACKBOARDS.



Official Endorsement



TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

Yes, these four hundred thousand teachers in the United States, are at bottom a unit, impelled in their work, if its real purpose could be syllabled, of attaining this one object—the free and full development of all the latent powers of man, and the full enjoyment of all his rights.

The ignorant know nothing of this; are unable conceive or desire it; and this simple statement is the worst count in its indictment.

THIS vivifying light, of the common school begins to pour its radiance over the land, and the torpor of ignorance and imbecility will give place to intelligent, heroic action.

OUR teachers lead the children out upon a broader stage, into more expanding scenes, and induct them into new and stronger characters. They light up the track of life with new splendor and new power. This is their work, their reward, and their destiny.

We must be careful that "systems" of theology do not take the place of personal piety, and that dead creeds are not substituted for living virtues.

It is not quite so much a "formal confession" that is needed to-day, as a progressive principle, imbued with love for humanity, and an interest in the truth of regeneration and salvation; a new-born purpose to seek, retain and illustrate a spiritual power—a Christ spirit of self-renunciation: this is our need now even when in the world.

PROF. B. P. GLENN, Chambers Co, Ala., writes under date of Jan. 13th, as follows, in regard to the use of our "Aids to School Discipline:"

"I am delighted with them. They are the best thing I have ever seen, to arouse a commendable spirit of generous rivalry among pupils and to interest parents as well.

They will greatly increase the attendance, and I shall continue to use them—enclosing money for further supplies."

The teachers all through the South begin to realize the value and importance of the use of these "Aids to School Discipline," and when we realize that, out of the eighteen millions of children of school age, in the country, less than six millions of them are in attendance, the value and importance of these "Aids" will be appreciated. In fact, they are being appreciated all over the country to-day, and we rejoice to be able to

help so materially in increasing the school attendance of pupils of school age.

Our teachers ought to make steady and united efforts to increase the school attendance in all the states.

MR. H. G. WILLIAMS says truly.

"Our country is in need of more patriotic, country-loving citizens, and fewer professional politicians. If we get more patriots I am of the humble opinion that we will have to make them, and not trust to chance, nor to the Old World to send them to us, 'ready made.'"

If we make them, we must make them by education, and the place for this work is in our common schools."

DR. CUKRY, long known as a Southerner and distinguished as the agent of the Peabody School Fund, and who may rank as the very highest authority on the subject, says, and he is speaking of the children, not of the adults of the south:

Nearly one-half of the white children and more than one-half of the colored are growing up without educational advantages. The resources of the South are wholly inadequate to meet the heavy burden which is upon her. In her present financial condition universal education without Federal Aid is impossible. . . . The South had in 1870, 4,189,972 illiterates, and in 1880, 4,741,173, an increase of over one-half million in spite of the educational activities of the intermediate ten years. . . . The total number of males of voting age in the last election was 4,119,938, and of these 1,363,844 were illiterate. Thirty-three and one-tenth of the voters in the South are illiterate. Of the illiterate 69.8 per cent. are colored and 30.2 per cent. are white. It is especially significant that these figures show an increase of illiterate voters in the last decade."

LANGUAGE is the clothing of thought, and poetry garlands it with an imperishable beauty. Our teachers need more language and more poetry, and these give more power. They need to illuminate the real with the ideal more. The flame lighted by this torch, no matter how humble the hand that raises it aloft, sheds a halo upon all our work, that shines on with unending and diversified hues of splendor. Such work is not small, not uncertain, never dies. A statue may be shattered into dust; but this work of the teacher lives in the calm beauty of sublime worth forever.

THIS power and exhilaration of the masses, kindled by our common schools, transform society from ignorance and stupidity into a susceptibility of growth that can be counted upon not only to hold on to present attainment, but to go forward and to carry forward the torch of progress. There is not to be any relapse in this march, or any confiscation of the stipends for

the support of our common schools. There is in them and their work, regeneration, stability, victory.

It is said that after the siege of Troy there were found in every city of Greece, men who collected and preserved the traditions of the heroes and sung them for the inspiration of the people until these recitals became both a national passion and a national poetry. But how such heroism pales in the light and splendor of the work done by the teachers in our common schools! Why not sing and recite this glory until the people see it and appreciate it.

INTELLIGENCE so arms, equips and illuminates the people, that they come to realize their capacity and power too. It is out of this which springs the marvelous daring, the lofty enthusiasm, the universal enterprise in the real life of this people.

Ignorance is environment, stupidity, brutality. We get no progress and no enthusiasm from ignorance. Think of six millions of American citizens held in this bondage of ignorance and incapacity and danger.

SCHOOL SUPERVISION.

"Winning will put any man into conrage."

—SHAK.

IT must come. We cannot afford to let the schools and the teachers run on in a hap-hazard sort of way, either in the city or in the country.

Specific, definite results must be attained for the time, and the money expended upon the common schools.

These results can not be secured without careful, intelligent, helpful supervision—supervision by those competent to know, not only *what* should be done, but *how* it should be done.

President Payne of the Peabody Normal school, at Nashville, Tenn., in his work on

SCHOOL SUPERVISION,

quotes from the report of Samuel A. Stone, Superintendent of Schools of Springfield, Mass., as follows: "Nothing is more certain than that the public schools have sadly decreased in effectiveness by forcing from the profession so many of the men.

A broad-minded, judicious and cultivated gentleman is needed at the head of every large school; his influence is as essential to the right formation of character in school as is the father's influence in the proper rearing of a family.

Another reason for increasing the number of male teachers is, that a more conservative element—more permanency—may be introduced into the common school system. With a competent and permanent head for each school, to preserve the unity, the continuity, and the proper succession of school studies, a teacher may drop out here and there without material loss.

"To secure and retain this increased

number of men of this excellence, it would be necessary to pay them liberally, and to secure for the profession a recognized position, such as it hardly holds at present."

We rather think the school teachers will have to broaden out a little and enlarge both their mental and social horizon; take their place in society along-side of the lawyer, the physician, the minister, the legislator, and the merchant—in a word, to know things *beyond* the text books; to know affairs and to mingle with and to shape society and public opinion.

This involves the reading of something beyond the "Cant" of mere "Methods" in the diluted hash dished up in the so-called *school journals*.

School teachers need to read such papers as the *New York World*, the *San Francisco Examiner*, the *St. Paul Press*, the *New Orleans Times-Democrat*, the *Boston Journal and Post*, the *Galveston News*, the *St. Louis Globe Democrat* and the *Atlanta Constitution*, the *Chicago Times*, and the *Charleston Courier*, the *Forum*, the *Century*, and Dickens' complete works in fifteen volumes.

Prof. J. N. White, Superintendent of Schools of Farmington, Mo., is organizing a library on some such scale as this for his teachers and the people in that beautiful and cultivated city. It ought to be done—could be done—*should* be done in ten thousand towns and cities.

When the men in the schools take up and take hold of things and intelligently and helpfully identify themselves with the great social current of life, they can and will hold their places and be paid adequately for their work and influence. Our teachers ought to be the first persons called upon in any and every community to lead off in these movements for the improvement of the people. Is this the case to day?

THIS clattering skeleton of empty "methods" and dead formalities—our school curriculum—is being clothed upon with the results of genius and enthusiasm; and an all-round system of education is to be evolved that will equip men and women for practical duties in a practical world.

Our teachers must enlarge the sphere of their horizon and work so as to embrace principles or give way to those who will.

OUR "AIDS TO SCHOOL DISCIPLINE" interest pupils and parents alike, more than DOUBLE the attendance, prevent tardiness, and greatly relieve the teacher, as they discipline the school.

Address the J. B. Merwin School Supply Co., St Louis, Mo.

THESE "sons of the morning"—these teachers, speak to us now with a new voice, "One is your master—Thought—and all ye are brethren."

THESE teachers are to be more and more the leaders, the personification, and the ready agents of whatever appears necessary to be thought, said or done, to advance the common people and to banish the darkness of ignorance. They catch the spirit of obsolete forms and embody it in a new and nobler shape.

Political, as well as intellectual life, is but a series of regenerations; and the civil service ideas are right and righteous too—"spoils are a curse."

CHANGES come, but nothing of permanent utility is destroyed, and at the moment when mediocrity complains of gloom, intelligence and genius not only perceives, but proclaims the advent of ascending day with its light and glory and power.

The agents of evil, love darkness and resist light, and intelligence. They can with comparative ease deprive people of their rights if they can but prevent their *knowing* them. People must be degraded intellectually in order that they may be kept in social degradation.

OUR teachers are not quite so much apostles of the past, as prophets of a better future.

IGNORANCE refuses civilization and progress, and its helps; intelligence accepts it, and the world is transformed from chaos to beauty, from darkness to light. Intelligence is man emancipated, and the future is a sunrise, instead of a sunset.

"ROOSHAN."

"This will last a night out in Russia."
—SHAK.

And more too.—[ED.]

"WEGG" and "Boffin," in our "Mutual Friend," form a "Reading Circle." It opens up as follows:

"Now what'll you read on?"

"Thank you sir," returned Wegg, as if there were nothing new in his reading at all. "I generally do it on gin and water."

"Keeps the organ moist, does it, Wegg?" asked Mr. Boffin, with innocent eagerness.

"N-no, sir," replied Wegg, coolly, "I should hardly describe it so, sir. I should say, mellers it. Mellers it, is the word I should employ, Mr. Boffin."

Wegg, who had been going to put on his spectacles, immediately laid them down, with the sprightly observation:

"You read my thoughts, sir. Do my eyes deceive me, or is that object up there a—pie? It can't be a pie."

"Yes, it's a pie, Wegg," replied Mr. Boffin, with a glance of some little discomfiture at the Decline and Fall.

"Have I lost my smell for fruits, or is it a apple pie, sir?" asked Wegg.

"It's a veal and ham pie," said Mr. Boffin.

"Is it indeed, sir? And it would be hard, sir, to name the pie that is a better pie than a veal and hammer,"

said Mr. Wegg, nodding his head emotionally.

"Have some, Wegg?"

"Thank you Mr. Boffin, I think I will, at your invitation."

"Hem!" began Wegg, "This, Mr. Boffin and Lady, is the first chapter of the first volume of the Decline and Fall off—" here he looked hard at the book, and stopped.

"What's the matter, Wegg?"

"Why it comes into my mind, do you know sir?" said Wegg, with an air of insinuating frankness (having first again looked hard at the book) "that you made a little mistake this morning which I had meant to set you right in, only something put it out of head. I think you said Rooshan Empire sir?"

"It is Rooshan; ain't it Wegg?"

"No, sir. Roman. Roman"

"What's the difference Wegg?"

"The difference, sir?" Mr. Wegg was faltering and in danger of breaking down, when a bright thought flashed upon him. "The difference, sir?" There you place me in a difficulty, Mr. Boffin. Suffice it to observe that the difference is best postponed to some other occasion when Mrs. Boffin does not honor us with her company.

"The book's name, sir?" inquired Silas.

"I thought you might have know'd him without it," said Mr. Boffin, slightly disappointed. "His name is Decline-And-Fall-Off-The-Rooshan-Empire." (Mr. Boffin went over these stones slowly and with much caution.)

"Ay, indeed!" said Mr. Wegg, nodding his head with an air of friendly recognition.

"You know him, Wegg?"

"I haven't been not to say right slap through him, very lately," Mr. Wegg made answer, "having been otherways employed, Mr. Boffin. But know him? Old familiar declining and falling off the Rooshan! Rather, sir! Ever since I was not so high as your stick. Ever since my eldest brother left our cottage to enlist into the army."

You and I have met both of these characters, and more too; but their portraits—who could ever draw them as Dickens has drawn them?

Our "Mutual Friend," should not be missed.

Please to call the attention of your friends to page 14—and show them our Coupon Order for securing the whole fifteen volumes now. They will thank you for this kindness.

"ORSES AND DORGS."

"Sometime a horse,
Sometime a hound."

"Touched with human gentleness and love."
—SHAK.

HERE is a character in "David Copperfield" expatiating as follows:

"There ain't no sort of orse that I ain't bred, and no sort of dorg. Orses and dorgs is some men's fancy. They're wittles and drink to me—

lodging; wife, and children—reading, writing, and 'rithmetic—snuff, tobacco, and sleep."

"That ain't the sort of man to see sitting behind a coach-box, is it though?" said William in my ear, as he handled the reins.

I construed this remark into an indication of a wish that he should have my place, so I blushing offered to resign it.

"Well, if you don't mind, sir," said William, "I think it *would* be more correct."

The stage-coach was to put us down near Covent Garden, where we were to take another.

Never, never, had I loved Dora so deeply and truly, as I loved her that night. When we had again alighted, and were walking in the starlight along the quiet road that led to the Doctor's house, I told Agnes it was her doing.

"When you were sitting by her," said I, "you seemed to be no less her guardian angel than mine; and you seem so now, Agnes."

"A poor angel," she returned, "but faithful."

The clear tone of her voice, going straight to my heart, made it natural to me to say:

"The cheerfulness that belongs to you, Agnes (and to no one else that ever I have seen), is so restored, I have observed to-day, that I have begun to hope you are happier at home?"

"I am happier in myself," she said; "I am quite cheerful and light-hearted."

I glanced at the serene face looking upward, and thought it was the stars that made it seem so noble.—(Agnes and Dora).

A PROPER RECOGNITION.

"'Tis a very excellent piece of work
Madam—lady."
—SHAK.

THE "first lady" of the land and her worthy and illustrious compeer, Mrs. Morton, the wife of the Vice-President of the United States, both set a worthy example in a proper and generous recognition of two *working women*, by inviting them to "assist" in "receiving at an official and formal reception. We find the following account of the affair in a late number of that most excellent paper *The Woman's Journal*.

MISS NELLIE SANGER, who is stenographer to President Harrison, and private secretary to his wife, was one of the young ladies asked to assist at the New Year's reception at the White House. On the same day Miss Hunt, who is the daughter of a former cabinet officer and minister to Russia, but who through reverses has become wholly dependent upon herself, and is serving as private secretary to Vice-President Morton's wife, was one of the most honored assistants at the reception in her employer's house. Both of these young ladies are clever, accomplished, and personally attractive,

fitted to grace any drawing-room; but they are working women on salaries, and their formal appearance in official society is an innovation which is said to be without precedent. It is the pleasure of Mrs. Harrison and Mrs. Morton that the young ladies should rank socially with invited guests, and this decision is eminently sensible. It may be said to work an era in social progress when the "better half" of an administration tacitly declares that a lady does not lose caste because she earns her living.

AN INCREASE OF WAGES.

"We saw our sunshine made thy spring."
—SHAK.

IT is estimated that the placing of a dozen copies of the AMERICAN JOURNAL OF EDUCATION in a neighborhood will make about one hundred and fifty intelligent, permanent and solid friends of good schools.

Extra copies are frequently sent at the request of those interested, so that this paper and its splendid Premium, of a complete set of Charles Dickens' works in fifteen volumes may be brought to the notice of others. We shall be glad to have copies so sent used for this purpose.

A dozen teachers could do this easily, and in addition to this secure for themselves the complete works of Charles Dickens, sent postpaid. That of itself would be a good investment; but our valued contemporary, the *Educational Courant*, of Louisville, Kentucky, in speaking of the direct money value to the teachers of the circulation of this JOURNAL among the people, said:

"A year or two ago the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and tax-payers would reimburse each teacher four-fold its cost in one year. The teachers caught the idea, and wisely and zealously aided until one hundred and fifty thousand copies were put into circulation. At the close of the year the report of the Superintendent of Public Instruction for Missouri showed an average increase of teachers' wages of 19.62. Of course it was not claimed that all this was due to the Journal—but that it was an active and prompt factor in securing this desired result, no intelligent person will deny."

By the use of our "Aids to School Discipline" teachers soon double the attendance of pupils. These Aids interest pupils and parents alike, in the work done in the school-room—they prevent tardiness and absence.

Those who have used them and so thoroughly tested them, say that they not only discipline the school, but so far have more than doubled the attendance.

Address, with stamp, for samples and circulars, The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN

LET us keep the schools open at least nine months in the year in all the states, and let us see to it that a larger proportion of the children of school age attend school. The teachers have a great work to perform and a great responsibility resting upon them to make the schools attractive, helpful and efficient.

THE work of the "Common School"—which will not be abridged nor curtailed—is to give all the youth of the United States such an education as will fit them for the discharge of the duties of American citizenship. Among the first of these duties comes the ability to read and to write, so as not only to know what the law of the state is, but the further duty to make the law—if we are to have a government of the people—for the people—by the people—and that is the idea, Howard Crosby to the contrary notwithstanding.

THE common school must do so much and must be carried so far and so high, and will be carried so far and so high as to properly educate the youth of all the states so as to obey the law, so as to be able to make the law; if it requires that the system shall be divided and graded so that the work can be done quicker and cheaper and more efficiently, this, too, will be done, and all parts of the common school system will be maintained: the primary, the grammar, the high school and the State University, all will be free, and all will be maintained; for in this training and intelligence lies the safety of the people; in its abridgement lies danger.

NATIONAL AID TO SCHOOLS.

WE have noticed the desire of the President to have Congress grant aid to schools, with no little pleasure. By this time the members of Congress who heretofore opposed Congressional aid, ought to see the folly of their opposition, and should now heartily support the Blair bill. Were it left to us, not only should the present Congress grant this aid, but we would go further, and earnestly advocate that all education should be national. All private and secular institutions, of every kind, from primary to University, should be under control of the Government, just as it controls the West Point and Naval Academies.

G. D. A.

HUMANITY reading is humanity knowing.

WILL the people understand this magnificent teaching? Try it; and glad souls will come and drink at these fountains, and be refreshed with a new and vigorous life.

We are ashamed that we are not more alive—that we are not all aflame with zeal—that our life has not been poured out more bountifully—that we have not struggled more mightily to help, and to heal, and to inspire. We would lay our life alongside of yours, and say: "Take it at its best, at its highest, and at its holiest, and live nobler, and larger, and more righteously."

VICTOR HUGO said, that "all thinkers, all poets, all producers of nobility of soul, must be translated, commented upon, printed, published, reprinted, stereotyped, distributed, explained, recited, spread abroad, given to all, given cheaply, given at cost price."

Well, we have done all this, and more too, with "Dickens" "side-lights," front-lights—every sort of light—has been poured upon the works of this wonderful genius, and our friends begin to get hold of and to appreciate him; but we have not done half our duty as yet by him.

THE circle of readers, enlarging thought and power, will increase; vast appetites for more books will be created and an insatiable thirst will spring up. By all means introduce good books into every school district where you teach, so that the fire of an evergrowing intelligence shall keep flashing and make the hearthstone of the children radiant with light.

"WITH A SOUL."

"What I did, I did in honor,
Led by the impartial conduct of my soul."
—SHAK.

In Crawford County, Missouri, is a manufacturing company that certainly disputes the oft-repeated assertion, that "corporations have no souls."

The Midland Blast Furnace Company, of which W. H. Lee, of St. Louis, is President, not only employs some five hundred workmen, who are well paid, comfortably housed and kindly treated, but the company has built, at its own expense, a large, commodious school-house, and furnished it with everything necessary for the well-being and comfort of the pupils, in which they sustain a ten months graded schools each year. In this school, the pupil who makes the best record for the year, receives a certificate of merit, which entitles him to the privilege of entering any college he may select, and taking a full course at the expense of the Furnace Company. This season, a poor boy by the name of Walter Hellyer, a son of a carpenter employed at the works, was the successful competitor, and has entered Columbia University, where the company will pay his board, tuition, and other incidental expenses,

besides furnishing him clothing for the full course. This generous action on the part of President Lee, is worthy of emulation by other corporations.

R.

The "critic fly," if it do but alight on any plinth or single cornice of a brave stately building, shall be able to declare, with its half-inch vision, that here is a speck, and there an inequality; that, in fact this and the other individual stone are nowise as they should be; for all this, the "critic fly" will be sufficient: but to take in the fair relations of the Whole, to see the building as one object, to estimate its purpose, the adjustment of its parts, and their harmonious co-operation towards that purpose, will require the eye and the mind of a wise, noble, patriotic, christian American citizen.

THE DICKENS!

"Did you say all? Yes."

—SHAK.

Is that so?

YES.

Can anyone and all secure his complete works now?

YES.

All his characters in full?

YES.

Do we get "Sam Weller" drawn to the life in Dickens?

YES.

And "Oliver Twist," too?

YES.

And "Pickwick?"

YES.

And the "Fat Boy"?

YES.

And "Skimpole?"

YES.

And "Becky Sharp?"

YES.

And "Peggotty" and "Barkis?"

YES.

And "Micawber" and "Turveydrop?"

YES.

And "Little Nell" and "Jo?"

YES.

And the entire roll of over fourteen hundred of Dickens' creations?

YES.

At his best too?

YES.

What else do we get?

Do we get things for the Lawyer and the Minister?

YES.

For the Physician and Journalist?

YES.

For the Actor and Orator?

YES.

For the Artist and Author?

YES.

For the Musician and Inventor?

YES.

For the School Teacher and the Architect.

YES.

For the Broker and Life Insurance Agent?

YES.

For the Philanthropist and the Auctioneer?

YES.

For the Farmer and the Mechanic?

YES.

For the Shorthand Reporter and Typewriter?

YES.

For the Jailor and the Undertaker?

YES.

For the House-keeper and the Executioner.

YES.

For the Nurse-girl and the Children?

YES.

For Father and Mother?

YES.

For the Old and the Young?

YES.

For all classes and conditions of people?

YES.

Wit, humor, pathos, satire, sentiment?

YES.

A full gallery of portraits of all sorts and all ages?

YES.

Do you send the complete works the whole fifteen volumes and the AMERICAN JOURNAL OF EDUCATION one year, all for \$2.00 postpaid?

YES.

Is there a Coupon Order all ready to sign?

YES.

Can our friends all have this same privilege too?

YES.

Is the Coupon Order and a full explanation on page 14?

YES.

IOWA.

"She is indeed more than we took her for."

—SHAK.

MRS. ELMA W. DALLAS, one of the teachers of Cass county, Iowa, makes a strong, sensible plea for the children. She says:

"Give us first, for the school children, a clean, pure, cheerful location.

Give us, next, plenty of room on the play-ground for all those old-fashioned games that so delight boys and girls. Shade trees and flower beds, too, if you can afford room for both; but don't stint the play-ground.

Give us a neat, well-built, well-ventilated house, with comfortable seats; for what child can study in a cramped, uncomfortable position?

Now, when our School Boards have done all this, they usually sit down with a satisfied smile, and say:

'Now we we have done our duty, let the teachers do theirs.'

Hold on, we say, we want more blackboard room; you have given us only about twenty square feet of blackboard, and we need five times as much, at least.

'What!' they exclaim, 'we had no more when we went to school; what will you do with it all?'

We explain the almost numberless uses to which we could apply the extra space for blackboards.

'Well, if we give you that, you won't be satisfied; you will keep on wanting something else; there will be no stopping place.'

Yes, we will want *maps, globes, charts, books of reference, and a year's subscription to some good literary or scientific publication, to furnish fresh items of interest for daily talks among the pupils.*

A carpenter would not attempt to build a house *without tools*. No farmer or mechanic, in this age of progress, expects to make a success of his business without making use of all the new inventions which science has brought to his aid.

Why, then, do you expect a teacher to work without *proper tools*?

Next, after all these necessities are provided, we want our house cleaned.

'Why, we clean the school-house twice a year,' they say, 'what more will you have?'

Yes, you have scrubbed the floors, and on rare occasions have washed the desks and windows; but look at the walls. Don't you recognize those old paper wads as some of you, *yourselves*, fired at the ceiling while your teacher's back was turned?

Get alabastine of some soft, neutral tint; hire a man to sweep down those old relics, and then give ceiling and walls a good coat, and see what a nice background it will make for the cards, mottoes, pictures and autumn leaves which the children will delight to arrange upon the walls. Their room will be so attractive, then, that you will have to *hire them* to stay at home when necessary, instead of being compelled daily to drive them to school.

In searching the woods and fields for curiosities with which to decorate their school-room, they will learn facts in natural history which they would find out in no other way. Their pleasant surroundings will have a refining influence more powerful than line upon line, and precept after precept, could be.

Dress a child nicely, and he will instinctively adopt the manners suited to his dress.

Surround him with objects pleasing to the eye, and he will instinctively try to make himself worthy of his surroundings."

That is good advice to every School Board in the United States. Teachers will do well to call the attention of their School Directors and Trustees to these facts, so plainly stated, as to the absolute necessity for some "tools to work with in the school room."

KENNEDY'S DISSECTED MATHEMATICAL BLOCKS.—Here is a grand opportunity for some good, reliable men to earn large incomes. We will employ only men furnishing proper testimonials. These Blocks are the most rapidly selling school apparatus in the world. Over 60,000 sets placed in the schools of the East during the past four years. We will furnish the names of hundreds of districts sold during the past few months in the West and South, where we are just opening up the work. If you are a live, energetic man, drop us a card, and we will send you full particulars, with endorsements of educators whom you know. Some of the leading educators of the West and South are now traveling for us, and earning from \$200 to \$500 a month. The first School Director is yet to be found who does not consider the Blocks a necessary part of every well-conducted school. Now is the time to address us, as we are rapidly filling up the field with men.

WESTERN SCHOOL SUPPLY HOUSE,
23-2 Box 362, Des Moines, Iowa.

THERE are hundreds of young men and women in this state who are making heroic efforts to obtain more culture, mental and moral, in reading circles, in Sunday schools, in the Normal schools, in the various denominational schools and in the State University too. Provisions have been wisely made by the state to reinforce these efforts from the beginning, clear on, and clear up through, from the primary common school to the well-equipped state university, and by liberal minded individuals from the primary common school up through the graduation of the denominational college.

There is room for all this; need for all this; for it is *lack of knowing* that hinders and hurts and cripples us all the time.

How few, out of the many, who need more culture, as yet attend school, or avail themselves of the opportunities offered by these institutions?

There is room for all, need for all; each has some special feature or advantage to commend it to certain classes of minds. This being the case, there should be no jealousy, but *unity of effort*. These schools could all educate and train, to advantage, *ten pupils* where they train one now.

It is because so few attend, rather than because so many attend, that hinders them. It is rather because so few, as yet, feel the need of more culture, that so few attend school.

Let there be *unity of effort* made to arouse the people, let there be a generous and magnanimous rivalry among all our schools; each doing their best; each giving their best, until the young people, and the old people, too, come to value more highly the help and strength and power and character that culture gives.

STILL we know of a good many farmers who get up early and toiled a, and who practice the most rigid economy to help the son or the daughter to attend the Normal School, or the State University, or the Baptist or the Methodist seminary or college. We know a host of young people too, who work hard and economize in dress and deny themselves many things that others have, to help brother Tom or sister Mary or sister Sue through "another term."

God bless all such helpers; they enrich the lives of a great multitude by such self-denial, and enrich their own lives as well.

GET some tools "to work with" in the school room early in the session. You can do *twenty times* as much work and *ten times* better work, with plenty of *Blackboards, Maps, Globes and Charts* in your school than you can do without these "helps."

Get "some tools to work with."

He who loves intelligence, liberty and progress, will not vote with the enemies of these.

READY MARCH 1, 1890.

Arbor Day Manual,

An Aid in Preparing Programs for Arbor Day Exercises.

Contains Several Hundred Choice Selections from the whole range of English Literature on TREES, Flowers, Birds and Children—Specimen Programs Arranged for all Grades.—Arbor Day Songs with Music.—Full Directions for the Planting and care of Trees.—How Arbor Day is observed in various States, etc.

Compiled and Edited by

CHARLES R. SKINNER, A. M.,

Deputy Superintendent of Public Instruction, State of New York.

Handsomely printed on fine paper, 400 pages, bound in Cloth, Illustrated. Price \$2.50, sent post paid.

WEED, PARSONS & CO., Publishers, - - Albany, N. Y.

How many million rootlets suck in the moisture from the ground, that goes to support the oak whose shadow has been widening for a thousand years?

Can you measure with your finest instruments the infinitesimal part of the work done by each of these million rootlets?

Yet, if each of these rootlets thought its part too small to be performed, would the shadow have grown for a thousand years?

When every intelligent man in the millions of free men constituting a great free State does his political duty, there will be no danger in Democracy.

THESE teachers, clad in the panoply of light, march with the cadenced step of a legion to victory.

CONSUMPTION SURELY CURED.

TO THE EDITOR—
Please inform your readers that I have a positive remedy for above named disease. By its timely use thousands of hopeless cases have been permanently cured. I shall be glad to send two bottles of my remedy FREE to any of your readers who have consumption, if they will send me their Express and P. O. address. Respectfully,
T. A. SLOCUM, M. C.,
28-1—6t 181 Pearl St., N. Y.

THIS scheme of universal instruction involved in the common school should be crowded with men and women of the highest order of intellect and character.

Is the compensation given adequate to secure this? If not it should be made so.

Do you think you can imagine the incalculable sum of human development, implied in this single expression—"every one can read."

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J. B. MERWIN,

Manufacturer and Dealer in School Supplies,

704 Chestnut Street, St. Louis, Mo.

DEAR SIR:

Please send me as soon as possible, **TWENTY-FIVE** Yards more of your **SLATED PAPER** for Blackboards. The increase in the number of my pupils demands more **BLACKBOARD** area. I make the above statement to let you know that I am not buying now to replace the old—as that which I purchased of you five years ago is still in **VERY EXCELLENT CONDITION**. In fact, after giving it the test of *constant use* for a term of years, I unhesitatingly pronounce it **SUPERIOR** to any **BLACKBOARD SURFACE** I have tried—unless it be your **LIQUID SLATING** on a hard finished wall. Send also your best **Crayons** in usual quantity.

Yours Truly,

R. P. RIDER,

President Stephen's College,

Columbia, Mo.

We send this *Slated Paper*, thus *Strongly Endorsed* after being so thoroughly tested for years, **POST PAID** by mail at \$1.00 per yard up to five yards.

For further information, Circulars of Globes, Outline Maps, **SLATING**, and *everything* needed in Schools, call upon or address, with stamp for reply, and write direct to

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LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Howard, La. } Editors.
J. B. MERWIN..... }

LET it be stated, and re-stated, until *all* the people, and the tax-payers as well as the teachers and instructors of the State, understand it and insist upon it, that Louisiana would receive an addition to her school fund, by the passage of the Blair Bill, for which both her United States Senators voted, of nearly *four millions* of dollars.

Louisiana needs all of this to-day to establish, extend and perfect her system of common schools.

United States Senator Benjamin Franklin Jonas, and United States Senator Randall G. Gibson, were among the "Roll of Honor" of Forty-four Senators.

INTELLIGENCE means dispersion and not concentration ; it means participation of all in all—rather than subordination. It means a breaking up of centralized authority by the arming and equipping of each individual with a capacity not only to think but to care for himself. We have nothing to fear from intelligence.

Of course, with this new era of universal intelligence as a result of the system of common schools, there must come a change of practice and of outward relations more or less objectionable; but we must re-adjust ourselves to these new conditions early.

THE old year has gone, and the new begun its course. The wail of sorrow for the death of the great Southern Chieftain had barely died away, before one of our grandest orators, the "Inspiration" of the "New South," suddenly demised, and gave us all good cause for more lamentation. Then came, in the midst of our grief, Krist Cringle, with well-filled pouch, to distribute gifts to the little ones. Schools were "out" for a week, and thousands of light, merry-hearted children were made glad with holidays and welcome presents.

Schools have again assembled,—the rooms are filled with pupils eager to learn, and the teachers, refreshed from a week's cessation of care and busy thought, are all intent on their work.

We wish them all, pupils and teachers, a happy new year—with no apple of discord thrown in their midst, to rupture the ties that should so closely unite them together! G. D. A.

ALL honor to those teachers who burst the trammels of "methods" and rise out of and above this servile, deadening imitation into energetic and dignified character. This is what our schools need, the inspiration of en-

thusiasm, the fire of genius, the illumination of the imagination.

THESE aggressive men and women are the saviors of the people; these men and women who are before their age, rule the world, because they are superior to it—they bring unity and order finally out of chaos and light up the age with a far shining splendor.

CITIZENSHIP.

"We did think it writ down in our duty,
To let you know of it."

—SHAK.

OUR common schools are doing an invaluable work, in their indirect, as well as their direct influence on the community. They render a knowledge of the *law* of the land possible.

Governor Brockmeyer in his great and unanswerable argument on "the *right* and the *power* of the State to tax the property of the State to maintain our common schools," says:

“The publication of the law takes it for granted that every citizen can read the law—a wholly unwarranted presumption, unless the State has first rendered it possible for each and every citizen to *acquire the art of reading*. Without this, the State has failed to exercise the *first* of its functions of defining the just for the citizen, and without this, the other functions, whose purpose is to enforce obedience to the just, as defined in the law, are suspended. For nothing could be more absurd, than to demand obedience to a law, a knowledge of which was not first rendered possible to him of whom the obedience is demanded; and the enforcement of obedience under such circumstances is unmitigated tyranny.

Thus we find the exercise of one of the essential functions of our government impossible, without some provision by which it is rendered possible for each and every citizen to acquire the art of reading and understanding the law that governs him. The same purpose, therefore, which created the function, and rendered its exercise imperative, also demands that this provision should be made.

But in using the expression "the law that governs him," another side of this subject arises before my mind. And that is, that obedience to the law is not all that the State demands of its citizens. This, indeed, is but the humblest demand. And, if we recognized it as incumbent upon the State, that, before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen *should make the law.*"

REMEMBER in your teaching that stimulation is almost creation; that discouragement is blindness and darkness.

PETITION FOR NATIONAL AID FOR EDUCATION.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE
UNITED STATES OF AMERICA :

"We beg a great matter,"—SHAK.

THE undersigned Citizens of

believe that the prosperity, happiness and perpetuity of the Republic and of free institutions, both State and National, depend upon the intelligence and virtue of the people; that ignorance among the masses of the people now exists to such a degree as to threaten the destruction of these institutions unless its progress can be arrested by the general establishment and liberal support of a system of Common Schools, which shall make the privileges of Education in the common branches of knowledge free to all the children of the whole country, without reference to race, color or previous condition in life; that such a system of schools should be in part temporarily aided at least, by contributions from the surplus now on hand in the Treasury of the United States.

We believe this aid is necessary—we believe it is just—and we believe, with the FORTY-FOUR SENATORS, the former CHIEF-JUSTICE of the Supreme Court, and the former ATTORNEY-GENERAL OF THE UNITED STATES, that such aid is CONSTITUTIONAL, and is embraced in the following Preamble—

"We, the people of the United States, in order to form a more perfect Union, establish Justice, insure Tranquillity, provide for the Common Defence, promote the General Welfare, and secure the blessings of LIBERTY to ourselves and our POSTERITY, do ordain and establish this CONSTITUTION for the UNITED STATES OF AMERICA."

We, therefore, earnestly pray for the enactment of a law embracing in substance the provisions of the bill passed three times by the Senate of the United States, and endorsed by Forty-four Senators, known as the "Blair Bill," making appropriations to be expended upon the basis of illiteracy in the several States and Territories of the whole country.

NAMES.

P. O. ADDRESS.

[illegible]

Please clip this out and paste it on to a sheet which will hold FIFTY names. Secure as many as possible, and send them, WITHOUT DELAY, to your Representative in Congress, or to
J. B. MERWIN, Managing Editor AMERICAN JOURNAL OF EDUCATION,
St. Louis, Mo.

AID TO SCHOOL DISCIPLINE

FROM a large experience in the use of the "Aids to School Discipline," I am convinced of their utility to the teacher, both in preserving discipline, and *encouraging the pupils* to a higher scholarship.

They save sending reports, either weekly or monthly, to parents; they animate the whole school to a generous rivalry in excelling one another in deportment, neatness, and rank in studies.

With no little pleasure I have noticed the animation of the pupils, when at the close of the day's work they were called up to square their accounts, and receive the amount of "merits" due them. The sparkling eyes denoted the innate satisfaction, when the number five merits were handed them, the blushing cheeks, the downcast looks, when a less number was handed them. And then both looks and words expressed a determination to do better next day. In every school, whether public or private, the "Aids to Discipline" should be used

G. D. A.

TOOLS TO WORK WITH.

OUR tax-payers and school officers, too, understand now, that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors *shall* provide these necessary articles.

IGNORANCE lends assistance to the oppressor against the oppressed.

WASHINGTON

D. C.,

EDITION

American Journal of Education
AND NATIONAL EDUCATOR.

\$1.00 per year in advance.

JERIAH BONHAM, Washington, D.C. { Editors
J. B. MERWIN, St. Louis..... }

MRS. JOHN A. LOGAN, in assuming the duties of "conductor" of *The Home Magazine*, renews and vastly multiplies a great and noble life. She says with Mrs. Browning:

"I accept this high post.

Noble work shall hold me in place of rest—
Worthy endurance of permitted pain;
While on my longest patience there shall wait
Death's speechless angel smiling in the East."

Our lady teachers—more than two hundred thousand of them—will, we are sure, welcome this great reinforcement to their work, both in the school and the home, which we propose to send them now with our other great premiums—without any additional cost.

Read, if you please, and be sure to show to your friend, this proposition to send you *"The Home Magazine."*

Let two lady teachers unite, or two lady friends unite. Each put in \$1, sign and send the *Coupon Order*, and get *"The Home Magazine,"* Charles Dickens' complete works in fifteen volumes, and the *AMERICAN JOURNAL OF EDUCATION*—all sent for \$2, postpaid.

RIGHT reading makes us stronger for whatever work we have to do in the world.

We must forget ourselves in reading Dickens, and live with him, before we are able to assimilate him, so that he and his characters can live in us.

We must own him and possess him, and read and re-read him.

Books that are real books of the best thought, of the wit—books of the knowledge of full-minded men, are not books to be skimmed over only once. You want to own Dickens, so as to read and re-read him, and have your friend re-read him with you too.

Our friends who have received the fifteen volumes we send them, do a world of good by inviting others to read and to own Dickens. Miss M. C. Johnson says: "They are in this light, flexible binding easy to pick up, and at all times hard to lay down."

THESE common schools contain the seeds of loftiest culture and of the extended power of the common people. In these are the germs of character, talent and genius, which will ripen into a new creative power for both the State and the church.

These common schools contain and develop the elements from which will spring these new creations enriching and paying back to the people the cost a thousand-fold. They are to be enlarged, extended and not crippled.

ITS FUNCTION.

"Let your reason serve,
To make the truth appear where it seems hid."
—SHAK.

WE are sure that but few people—that but few teachers, even—understand the real design and function of the common schools.

We are glad to see that some of our contemporaries are getting hold of it.

"The latter provides the implements of human culture by conferring a mastery over the 'technique,' in which the products of culture have been handed down from former ages, and in which the new additions of the present are handed down to future generations.

This 'technique' is conventional and arbitrary, and therefore accessible to the individual only through an individual—a teacher.

The answer, therefore, to the question, how shall a citizen enter into a conscious relation to the just so that he may be governed by the just from within? is contained in the single phrase "through culture." But this is conditioned by education. Hence, if the very existence of the republic depends upon a majority of the citizens being governed by the just from within, that is being self-governed, and the possibility of this depends upon culture, and culture depends upon education—the act of self-culture—then the very existence of the republic depends upon education; a conclusion fully understood and realized by the founders of this republic.

But education is only a condition precedent to culture—it is not culture itself, it is only the possibility of culture. It confers a mastery over the technique of human intelligence. This technique, conventional and inaccessible to the individual except through the intervention of a teacher, is nevertheless the common element which holds, as it were, in solution, the entire consciousness of the whole human race."

Do we not begin to get some clearer and higher conception of the work of the teacher in all this.

It seems so to us. And if the teacher is so important—if he holds such close and vital relation to the "very existence of the republic," is it not time some more adequate means were provided by the republic, and in all the States too, for re-enforcing, extending, and perfecting the means of education and the culture of all the people? We think so. We urge this as the first great duty of the hour and the age.

INTELLIGENCE, begotten, diffused and extended through our system of common schools, unfolds the intellect; takes the people up out of stupor into the domain of the imagination, into a region of mental blossoming, into the spring-tide of intellectual effort. In this realm, life assumes wider relations, splendid possibilities, and great powers ultimating in these marvelous

results for the benefit of the common people. We must rather extend than limit this.

OUR common schools teach all the time that "without law and the obedience to law no state can be self-supporting and self-perpetuating. Without intelligent citizenship we cannot have intelligent law—law that will meet the needs of a progressive people.

Wise and intelligent citizenship leads to the enactment and enforcement of wise laws, and these in their turn conduce much to real and permanent social progress. No sentiment, it seems to me, based upon the present and urgent needs of the State, should be more assiduously cultivated than this—in all schools, public and private."

WE ought to give our teachers in all the States more adequate compensation—we ought to increase the length of the school terms too in view of the fact of this growing illiteracy in the country.

We are able to do this in all the States. We hope provision will be made to levy more taxes for school purposes; for "parsimony towards education is liberality towards crime."

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students to advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards and a set of Charts costs \$80.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without further delay.

Sufferers

FROM Stomach and Liver derangements—Dyspepsia, Biliousness, Sick-Headache, and Constipation—find a safe and certain relief in **Ayer's Pills**. In all cases where a cathartic is needed, these Pills are recommended by leading physicians.



Dr. T. E. Hastings, of Baltimore, says: "Ayer's Pills are the best cathartic and aperient within the reach of my profession."

Dr. John W. Brown, of Oceana, W. Va., writes: "I have prescribed Ayer's Pills in my practice, and find them excellent. I urge their general use in families."

"For a number of years I was afflicted with biliousness which almost destroyed my health. I tried various remedies, but nothing afforded me any relief until I began to take Ayer's Pills."—G. S. Wanderlich, Scranton, Pa.

"I have used Ayer's Pills for the past thirty years, and am satisfied I should not be alive to-day if it had not been for them. They cured me of dyspepsia when all other remedies failed, and their occasional use has kept me in a healthy condition ever since."—T. P. Brown, Chester, Pa.

"Having been subject, for years, to constipation, without being able to find much relief, I at last tried Ayer's Pills, and deem it both a duty and a pleasure to testify that I have derived great benefit from their use. For over two years past I have taken one of these Pills every night before retiring. I would not willingly be without them."—G. W. Bowman, 26 East Main st., Carlisle, Pa.

"Ayer's Pills have been used in my family upwards of twenty years, and have completely verified all that is claimed for them. In attacks of piles, from which I suffered many years, they afforded me greater relief than any medicine I ever tried."—Thomas F. Adams, Holly Springs, Texas.

Ayer's Pills,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Sold by all Druggists and Dealers in Medicine.

OF the "Pickwick Papers" and their design Dickens wrote in his preface as follows:

"Who knows, but by the time the series reaches its conclusion, it may be discovered that there are even magistrates in town and country, who should be taught to shake hands every day with Common-sense and Justice; that Schools, on the broad principles of Christianity, are the best adornment for the length and breadth of this civilized land; that Prison-doors should be barred on the outside, no less heavily and carefully than they are barred within; that the universal diffusion of common means of decency and health is as much the right of the poorest of the poor, as it is indispensable to the safety of the rich, and of the State; that a few petty boards and bodies—less than drops in the great ocean of humanity, which roars around them—are not for ever to let loose Fever and Consumption on God's creatures at their will, or always to keep their jobbing little fiddles going, for a Dance of Death."

Yes, Dickens wrote for a purpose. We ought not only to get at it, but to be able to communicate it as well. See page 14, how to secure the fifteen volumes complete.

Teachers' Excursion to St. Paul.

"We shall desire your help;
My heart is with your liking."
—SHAK.

For the Annual Meeting of the National Educational Association, to be held at St. Paul, Minn., July, 1890, the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY Co. will sell reduced rate excursion tickets from Chicago and all other points on its 5,700 miles of thoroughly equipped road in Illinois, Wisconsin, Minnesota, Iowa, Missouri, South Dakota, North Dakota; and all railroads in the United States will sell excursion tickets to St. Paul and return via the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY. For Circulars of information containing further particulars, please address A. V. H. CARPENTER, General Passenger Agent, Milwaukee, Wis.

WE must not draw back from these questions that arise from these unsolved problems in our social, political and commercial horizon.

Intelligence, probity, character, power, developed in our common schools, means all this, and just this, and much more.

CLOSER and larger observation comes by the acquisition of intelligence; hence the teeming fruitful brain of the wise man and woman, these renewers of the world, who roll back the darkness and open the gates of the morning to us.

SOME of our Premiums of Dickens' complete works, have failed to reach those who paid for them, because they failed to write their names plainly and to give the postoffice, county and state, as we have requested.

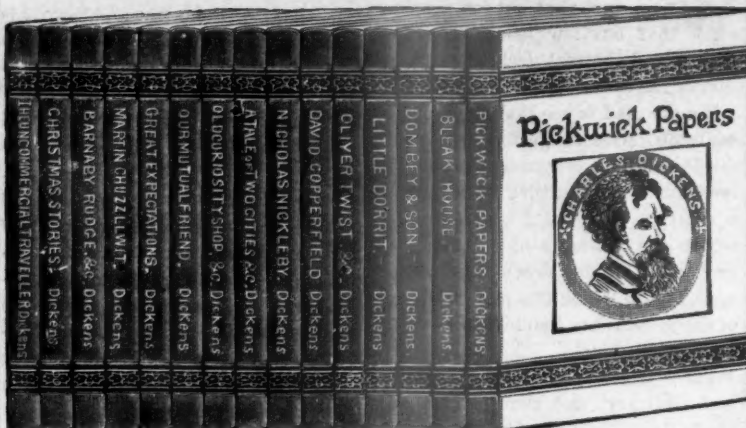
WE are able, with all this abundance and prosperity, to make the school terms longer, and compensate the teachers up to a minimum of at least, \$50 per month in all the States. This is our platform.

In the next column you will see a coupon blank, to sign and send in to secure our great Premium of a set of Dickens' complete works in fifteen volumes, with the AMERICAN JOURNAL OF EDUCATION. Your friend will thank you for calling his or her attention to it also. All sent you, post-paid, for \$2.

THESE lady teachers who put the very flower, bloom and beauty of their young lives into the care, training and culture of the children, certainly deserve recognition, and a more adequate compensation for their devotion and self-denial. The minimum salary paid should be \$50 per month; and for the same work done, the same salary should be paid as for gentlemen teachers. This is our platform.

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including a year's subscription to our valuable paper. Dickens' Works are the most widely read of any novels printed in any language. The popularity of Dickens is ever increasing and every person should own a full set of his works.

Charles Dickens is eminently the novelist of the people. His books teem with shafts of sparkling wit, touches of pathos, thrusts of satire; his characters are original and real as well as quaint and grotesque; he unmasks vice in all its forms. The lights and shadows of life are delineated in a thrilling and dramatic style. To own a complete set of his incomparable books is to be possessed of an inexhaustible mine of interesting literature. No person is well read who has not perused them.

The Entire Fifteen Volumes will be Sent Free, POSTAGE PAID, For only \$2.00, which includes a year's subscription to our Journal.

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DOMBEY & SON,
MARTIN CHUZZLEWIT,
OUR MUTUAL FRIEND,
CHRISTMAS STORIES,
TALE OF TWO CITIES,
HARD TIMES,
NICHOLAS NICKLEBY,
REPRINTED PIECES,

BLEAK HOUSE,
LITTLE DORRIT,
PICKWICK PAPERS,
DAVID COPPERFIELD,
BARNABY RUDGE,
OLD CURIOSITY SHOP,
GREAT EXPECTATIONS,
SKETCHES BY BOZ,
UNCOMMERCIAL TRAVELER,
MYSTERY OF EDWIN DROOD.

All who subscribe to our paper in connection with the set of 15 Volumes of Dickens, will receive them free of charge. This is quite an important item.

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These 15 Volumes are each about 5 x 7 1/4 inches in size and of uniform thickness. The printing is clear and the type of a readable size. They are printed from plates made for this edition. Not Condensed or Abridged.

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COUPON ORDER.

J. B. MERWIN—Managing Editor AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis, Mo.

Dear Sir—I wish to avail myself of the above offer at once. Enclosed I send you \$2.00 by money order or registered letter. Please send the AMERICAN JOURNAL OF EDUCATION one year, and the set of fifteen volumes of Charles Dickens' complete works by mail, post paid, to

Here sign your full name,

and write it very plain:

Post Office.

County of

State of



You and I know all this
TO BE TRUE.

OUR teachers, school officers, and others, interested in the progress and success of our common schools, begin to realize the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long successful, practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with proper tools to work with in the school-room, is WORTH from \$10 to \$50 MORE per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The children need these "HELPS" more than any one else.

Provision should be made by every school to furnish these tools to work with without further delay.

Address

The J. B. Merwin School Supply Co., 1120 Pine St., St. Louis, Mo.



MISSISSIPPI

EDITION

American Journal of Education.

\$1.00 per Year in advance.

W. C. ROATEN, Jackson, } Editors.
J. B. MERWIN, St. Louis, }

A LETTER should be written on the Blackboard every day by the teacher as a model for the pupils, and then copied by them; showing the form, how to begin and end it, how to write the address on the outside of the envelope, and especially how to write and sign the name of the sender—giving all plainly: the name, the postoffice, the county, and the State. We have \$14, now on hand for this JOURNAL and for the premium of Dickens' complete works; but in some cases no names were signed to the letters; in others no postoffice address given.

Look at the number of letters sent to the dead letter office every year, because our teachers fail to properly instruct pupils on this point of properly signing and properly directing letters. Let it be done.

YES, you can sign and send in the "Coupon offer" and have it all sent to your "best girl," if you have one; and if you have not got one, it is time you had one.

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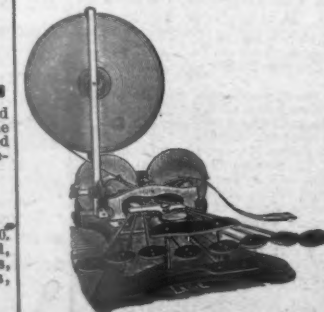
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